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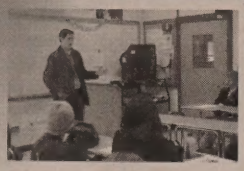
The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969



Presidential Advice
One of presidential candidate Mitt Romney's staffers comes to LHS to speak about his insight and experiences.
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If You're in Town...
See a behind-the-scenes view of the LHS Drama Department's latest production, 'Urinetown.'
[turn to page 4]

Volume LIII Issue V —May 2012

Kelly to assume role as head of math department

■ Ayesha Harisinghani
Jackie Kong
Staff Writers

After 16 years in Lexington Public Schools, Gary Simon, head of the mathematics department at Lexington High School, will retire at the end of this year.

Current mathematics teacher Kevin Kelly will take his place.

Simon was initially hired as the grade 6 through 12 math department head. After eight years in that position, he switched to working solely at the high school. He taught math classes ranging from ninth grade integrated math to AP Calculus AB, and especially enjoyed teaching geometry.

This year, his last with LPS, he has worked once again with both the middle school and the high school, although he is not teaching any classes.

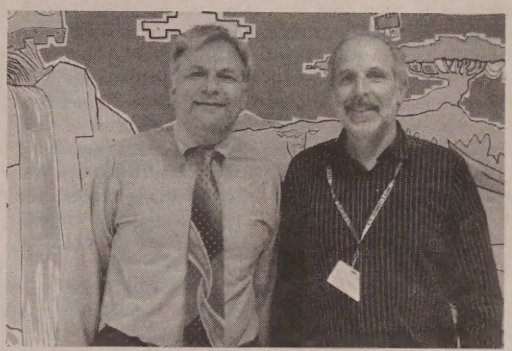
His successor, Kelly, currently teaches both geometry and calculus. In addition, Kelly is a course scheduler for the school and has experience working with programs such as X2 Aspen. He has been working closely with Simon on the new mathematics curriculum for the Lexington Public School system.

"[Simon's] are definitely big shoes to fill," Kelly said. "Our curriculum is a lot stronger than it was. [Simon] really built a culture of teachers working together with students … [and] was one of the main people responsible for making the math room an open and accessible place for students."

Before his work in Lexington, Simon worked as a Peace Corps volunteer in Nepal as well as for other education outreach programs in Dorchester, Cambridge and Lincoln-Sudbury. He said that teaching has always been the most enjoyable part of his work and that his main goal has always been to see his students grow both emotionally and intellectually.

"We certainly want to educate the children in Lexington to the best of our ability, [and] I want children to be emotionally healthy and academically focused but not at the expense of having an imbalanced life," Simon said. "I think the community is continuing to shift to 'it's all about the academics.'"

Simon was first inspired to be a teacher from his algebra class in eighth grade. After receiving compliments from his peers for a mini-lesson he taught, he became interested in teaching, and later he decided to pursue a career in mathematical education.



Staff photo by Geneva Kropper

Kevin Kelly, left, will replace Gary Simon, right, as math department head next year.

"I feel really fortunate to have been able to be a department head here and lead a department that I think in my time has really become an outstanding group of professionals," Simon said. "I am in awe of Lexington students."

Although he will miss
[MATH DEPT, page 7]

Independent consultant reports on teacher morale

■ Alice Ren
Staff Writer

Reactions were mixed when independent consultant Bruce Wellman presented his "Report on Improving Professional Relationships in Lexington Public Schools" at the School Committee meeting on March 13.

The report was commissioned last year in response to community concerns about low teacher morale in the school system, triggered by the sudden resignation of three well-respected veteran teachers.

Welman, along with a steering committee of five LPS administrative staff members and five Lexington Education Association members, collected information using surveys and volunteer-based interviews from more than 350 staff members, or approximately one-third of LPS employees.

The report found that tensions caused by changing trends in education and the historically high academic standards at LPS are "affecting human relationships and job satisfaction for many employees at all levels within the district." Other issues that were highlighted included parallels between student and teacher stress, a reluctance to speak out for fear of retribution from the administration, and the need for increased clarity concerning changes going on within the school system.

Wellman recommended
[MORALE, page 6]

Forum educates public about marijuana

■ Justin Kim
Jamie Yang
Staff Writers

On March 29, Lexington students and parents gathered in the high school's auditorium to learn more about the growing issue of marijuana use within the community.

The forum, organized to inform the Lexington community about the effects of marijuana on the teen brain and the legal consequences of drug use, included guest speakers Dr. Traci Brooks, director of adolescent services for the Cambridge Health Alliance; Sion Kim Harris, a research scientist at Children's Hospital Boston; Bob McConnell, an attorney; and Robert Mercer, a detective for the Lexington Police Department.

Julie Fenn, prevention specialist for Lexington Public Schools, presented the panel and spoke about the importance of building trusting relationships between adults and children in reducing drug use. Following Fenn's introduction, Brooks and Harris explained the science behind drug use and the influence marijuana has on the teen brain in both the short and long term.

Addressing common misconceptions about marijuana use among teens, Harris pointed out that marijuana impairs vision, coordination, judgement and driving ability, and has most of the same cancer-causing chemicals found in tobacco smoke. She also emphasized the danger of addiction for those who start using marijuana as teens.

"The difference in risk [of getting addicted to marijuana] is 400 percent higher if you start early before 16," she said. At the same time, she noted, "the perceived risk of harm [of using marijuana] is going down."

McConnell and Mercer discussed the legal consequences that teens can face for marijuana use.

"The one thing I want to stress, especially to teens," McConnell said, "is that [you shouldn't] think just having less than an ounce means that you're safe." Although marijuana has been decriminalized in Massachusetts, distribution of the drug or possession with the intent to distribute remains illegal. "It can really ruin your life," said McConnell.

According to Mercer,
[FORUM, page 3]

Campus trash reflects poorly on LHS students

■ Christine Kim
Staff Writer

Walking around Lexington High School, there are trash cans lining the Quad, in front of every building and in every classroom. Nevertheless, trash seems to be found everywhere except for in the convenient gray receptacles.

Although some students do in fact travel the extra distance to throw away their trash, there are still many who do not bother. When asked about the litter in Lexington High School, many students say that they simply do not notice it. Others express their annoyance with the amount of trash lying around.

"It's gross," said Chloe Alcock, a sophomore. "It saddens me because there's more trash than there should be."

Whether students take notice of the trash or not, it is present and has been building up in hidden corners and areas of our school.

As the sky becomes clearer and the weather warmer, more lunches are being taken outside and left there. In an effort to prevent littering, 12 trash cans have been placed around the Quad for students' convenience.

"I don't think there should be that much trash," said Tanaz Abid, a sophomore, "when there's a trash can ... every two feet."

Regardless, lunch trays and remnants of food are often strewn in the grass around the Quad and in front of the science building. In addition to being harmful to the environment, littering reflects negatively on LHS' student population.

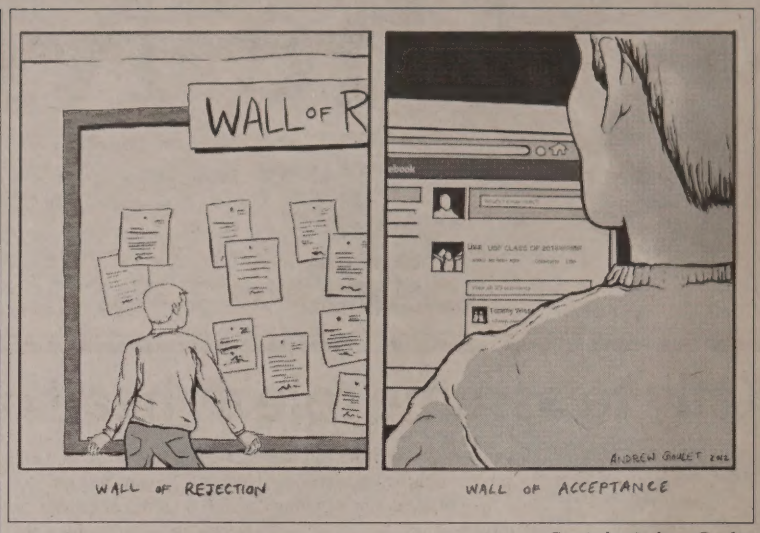
"It shows we're lazy and we don't care about the environment," said Keya You, a sophomore.

Ultimately, it is up to the students to clean up their act. Unless students take notice the trash and make an effort to dispose of it properly, the littering will not improve.

Other high schools have also experienced issues concerning the amount of trash that students thoughtlessly leave behind. In an attempt to clean up their grounds, some schools have tried creating student clubs and events to deal with littering.

Perhaps LHS should take a similar approach. Trash left around the school affects teachers, custodians and students alike. For many, LHS is like a second home, so more effort should be put into improving the environment of the school.

The key to schoolwide success on this front is having individual students do their own part. Keeping the school clean is not just a job for the custodians and a few conscientious students, but rather for the entire student body. So as spring arrives, enjoy lunch in the sun, but pick up your trash and encourage others to do the same.



Comic by Andrew Goulet

National Honor Society is exclusive, does not foster community for its members

■ Kyle Harvey
Staff Writer

Every fall, many juniors and seniors receive a much-needed confidence boost by mail when they open a letter from the Lexington chapter of the National Honor Society, congratulating them on academically qualifying for this exclusive group. Naturally, invitation into an "elite" group marked by the words "National" and "Honor" excites recipients, but does the group live up to its title?

After discussions with LHS students, both members and non-members of NHS, I have concluded that NHS has minimal value and, in some cases, is actually harmful to the student community.

For the majority of NHS members, the warm feeling of exclusivity wears off long before they apply or commit. The real reason most students join NHS is that, in the ongoing battle for attractive college résumés, they find a weapon in joining an organization that boasts prestige in its name.

However, after searching through a number of college websites and forums, colleges' opinions of NHS are best characterized as unimpressed. The consensus seems to be that colleges do look favorably on community service, and NHS can be a vehicle for community service. Admittedly, NHS probably will not hurt anyone's college application. But at its best, NHS is equivalent to community service and certainly will not be a free pass into Harvard.

Members of the organization upload service projects to the NHS website, including a description of the project, contact information for the organizers, and the number of hours. If there is still space, students can sign up for the project and contact the adult coordinator. Through the website, members also keep track of the number of hours they have completed.

> "Because NHS is comprised of a variety of projects and no specific event is required, there is little sense of community."
>
> Chandler Gregg, senior

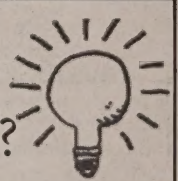
Although this seems to be an innovative way to share community service opportunities and help the community as a group, the frustrating aspect is that most students are excluded from this entire process. NHS, whether intentionally or not, sends the message that only the "top" achievers can give back to the community. NHS looks for "Leadership, Service, Character and Scholarship" in its members, but serving the community is open to anyone, and this group should recognize as much. In fact, these traits are learned through community service.

Chandler Gregg, a senior and member of NHS, noted some of the downsides of the group. "Although NHS promotes volunteer work, the society hurts those who don't gain admission, membership is based mostly on grades rather than citizenship and service experience," he said. "Because NHS is comprised of a variety of projects and no specific event is required, there is little sense of community."

The other pitfall of NHS is that it discourages the majority of students who either do not qualify or who apply but are not accepted. Although rejection is an inherent fact of life, NHS has no right to pass judgment on general categories such as "character" and "leadership" without even allowing students with less than a 3.5 GPA to apply. For a group that focuses on community service, grades seem to play an awfully large role.

Lexington High School does the community and its students a tremendous favor by requiring 40 hours of community service, and, at face value, NHS supports and enhances this service requirement. To my dismay, however, NHS seems to have undermined the purpose of community service, which is not only to help the community, but also to cooperate with the community as a whole. By dictating who can be a part of this organization, NHS polarizes the Lexington student body and ironically does the student community a great disservice.

Got ideas?
Love to write?



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The Musket is looking for new writers for the 2012-2013 school year.

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Contact
musketnews@gmail.com
for more information.

Math curriculum to change for next year's freshmen

■ Leighanne Wang
Guest Writer

New math courses will replace the currently unintegrated math classes with a combination of algebra, geometry and statistics.

Lexington High School's class of 2016 will be the first grade to try out the math department's newly revised math courses. As explained in the 2012-2013 Program of Studies, "the aim of the new courses is to present mathematics as a cohesive whole."

The new courses will have no effect on current LHS students who will proceed with existing math courses. The change will begin with the class of 2016 and continue from there.

The current Algebra 2 and Geometry courses will be replaced with Math 2 and Math 3 respectively, which will cover the content from Algebra 2 and Geometry, as well as some statistics. From there, students will move on to Math 4, which will cover a mixture of pre-calculus and statistics. Senior math courses will remain unchanged.

Henry Li, a freshman, voiced concerns about the rigidity of the structure for next year's courses but believed it would give future students a better foundation in math.

In response, Kevin Kelly, future math department head, explained that students will be able to move between levels during their high school education.

These changes will address the new Massachusetts Mathematics Curriculum Framework as well as the Common Core State Standards, which both call for better organization and an increase in statistics material compared to now.

Kelly strongly supports the change and explained that the decision to revise the math curriculum was "the consensus of the entire department over years of discussion." The decision was approved by the school administration in May 2011.

Parents and students do not need to be concerned about losing anything from the courses, said Kelly. The essential algebra and geometry material is still covered, but the emphasis in statistics will supplement a "weaker point in the current curriculum." Furthermore, the new math courses will have less repetition and review due to the blended topics.

A committee within the math department has been working on the curriculum every week since September and will continue to do so over the summer into next year. Dea Haupt, a math teacher and a member of the committee, added that they are currently working on the curriculum for Math 2 courses and will move on from there.

Kelly explained that teachers for the newly created math course have not yet been assigned and the department intends to use a mix of current textbooks as well as teacher-generated materials for instruction next year.

"Hopefully these math courses will let students use their strengths for crossover approaches," Kelly said, "and find the way math is connected, rather than disregard these connections."

The reactions from current students have been positive as well. Diana Mojahed, a senior, said that the new math courses seemed like "a nice way to get a broad math education in one year."

FORUM - PAGE 1

many parents and community members are not aware of the prevalence of teen marijuana use in Lexington.

"People think it doesn't happen Lexington, and they're wrong," he said.

One marijuana user, a Lexington High School student who spoke on condition of anonymity, said, "I'm not surprised about this forum. I mean, weed is everywhere."

In response to a question from the audience about the causes of teen marijuana use, Harris cited stress as a factor.

"Stress among our adolescents … is up," she said, "and that is an absolute contributor to drug use."

The forum was open to the public, because Jennifer Wolfrum, assistant coordinator of the PE/wellness department at LHS, felt that it was important to educate the community about marijuana use.

"I think it's important for us to talk about [marijuana use]," she said. "It's important for adults to understand it and it's important for students to understand it."

A video recording of the event can be found online at LexMedia.org.

Three students advance to NHD Regionals

■ Evaline Han
Staff Writer

At the recent National History Day regional competition, Alex Lee, Sara Fopiano and Jumana Dahleh, all sophomores, took two second place prizes and an honorable mention, respectively.

NHD is a competition organized into school-wide, regional, state-wide and national competitions. This year's theme is "Revolution, Reaction and Reform."

For the competition, students choose a topic relating to the theme and create a thesis. They then work individually or in groups to translate their research into a final product in the form of a paper, documentary, website, performance or exhibit. Lee produced an exhibit, while Fopiano and Dahleh both produced websites.

Lee's exhibit was on the topic of the Green Revolution, which is a "revolution including new seeds, pesticides, and new farming techniques that helped countries increase their food production," according to Lee. "Although this revolution may seem like it had a very positive impact, it also had its flaws in terms of causing water pollution and losing the countries' food diversity," she said.

For her website, Fopiano learned about penicillin and its use during World War II.

"There is so much research that went into every detail of my project," said Fopiano. "I have never built a website for a project before and all the different layouts and effects were so cool to work with."

Dahleh created her website about the 1999 Women's World Cup and the impact that it had on women's sports. Because her topic is more obscure, Dahleh experienced certain challenges when trying to research her source material.

"I did the best I could with what little information was out there because it is a new phenomenon and doesn't have hundreds of years' worth of history," she said. "I had to make my own sources, such as email interviews, instead of being able to rely on already-done sources that might be on the Internet."

Katherine Murphy, a history teacher at LHS, explained that there are certain advantages to more limited topics.

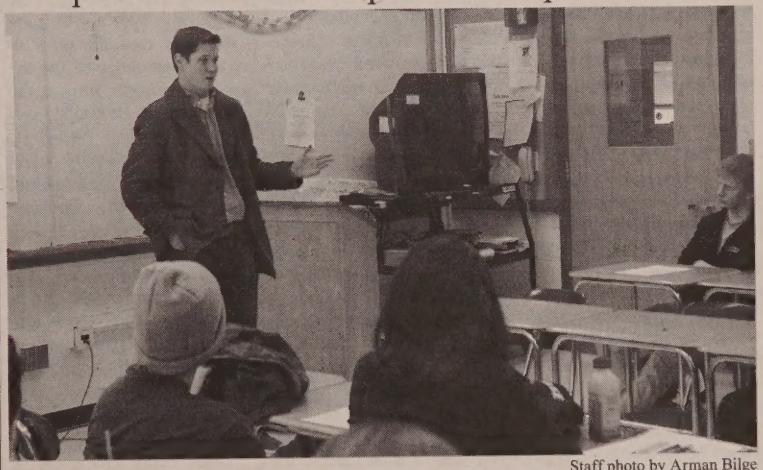
"I think the reason Sara and Jumana did so well is that they really focused their topic on something narrow, which made it manageable," she said. "But just because it was a narrow topic didn't mean that it was shallow; they really went in depth on one specific thing, and it made their projects stronger because of that."

William Cole, also a history teacher, spoke more broadly about the high level of projects completed for NHD.

"I saw some terrific projects … that didn't get past our school competition," he said.

Lee and Fopiano, who both took second place in their respective divisions, competed at the statewide competition but did not advance to the national level.

Romney campaign staffer speaks to government and politics class about personal experiences



Staff photo by Arman Bilge

Larry David's U.S. government and politics class listens to Matt Landers, who spoke about presidential candidate Mitt Romney's platform for the upcoming election.

■ Jonah Bader
Editor-in-Chief
Zoe Wood
News Editor

On March 2, Matt Landers, who is in charge of Mitt Romney's grassroots campaign in Massachusetts, came to Larry David's U.S. government and politics class to discuss Romney's presidential campaign.

The class regularly hears political speakers from both the Democratic and Republican parties, but Landers' visit was notable because he is working on the campaign of the former Massachusetts governor.

In high school, Landers was an unequivocal Democrat, but during his college years his views shifted to the right. When he got a job on the Romney campaign in Massachusetts, his views solidified.

Landers fielded questions from students about Romney's positions on a litany of issues. Socially, Romney is conservative. He is pro-life and against gay marriage. According to Landers, Romney feels this way because "he's been fulfilled by his own family life."

Family values was one of Landers's chief talking points. "This guy puts family above all," he said. Some students were not so taken with Landers's emphasis on family values.

"I'd rather you cheat on your wife and do a good job running the country than you

[ROMNEY, page 7]

Latin enthusiasts join team to share knowledge, compete

Staff photo by Adam Forstall

Latin Certamen Team members hone their interpretational skills of Roman art in practice for competition, under the direction of Maureen Haviland.

■ **Josh Kamofsky**
Staff Writer

LHS' Latin Certamen Club has only existed for two years, but it has already brought together a group of students who share a common appreciation for and interest in Roman culture.

Certamen, the Latin word for "contest," is a competition among schools for students interested in keeping Latin alive.

"The competition aspect of our club makes it unique," said club president Alan Bartels, a junior. "No other foreign language has a competitive team, competing in a quiz-bowl-like fashion."

The competition is set up much like a trivia bee, with questions ranging from Latin grammar and vocabulary to Roman mythology, history and culture.

"You compete in teams of four. The first question is a toss-up. Whoever buzzes in first has to answer without consulting their team members," said club adviser Maureen Haviland, a Latin teacher. "If a team gets a toss-up correct, they are given two bonus questions. For the bonus questions, they can confer with their teammates."

Although Certamen was invented in the 1960s, it only recently made its LHS debut.

"I was completely unfamiliar with Certamen [until] a few years ago, when the Harvard students who run the Harvard Certamen sent out a form letter inviting schools to participate in their Certamen," said Haviland. "I was pretty surprised that there were so many people who wanted to spend their whole Saturday at a Latin competition. There were about 20 students who attended that first Certamen."

After being introduced to Certamen, many students found that they liked the competition.

"I started Certamen on a whim in freshman year when we had our first field trip to Harvard," said Nick Chaput, a junior who is a member of the club. "I decided to try it out and really enjoyed it."

To prepare for competitions, Certamen Club reviews history lessons and trivia questions in Room 520 on Thursdays after school.

"At meetings, we will focus on a topic that day, like gods, holidays, common phrases, myths or history," said Miriam Lipschutz, another junior and club member. "Sometimes we do PowerPoints on a topic, or other times we play fun games to learn the material. You don't have to take Latin to join Certamen Club. If someone likes the classics, I would say just come!"

LHS Certamen has already participated in numerous competitions throughout the state, including competitions held at Harvard, Boston Latin Academy, Boston Latin School, Advanced Math and Science Academy Charter School and Franklin High School. Last year, the second-year team placed third at the Franklin Certamen. This year an advanced team of third- and fourth-year students nearly made it to the semi-finals.

"This is a huge achievement. Those advanced questions are really difficult," said Haviland.

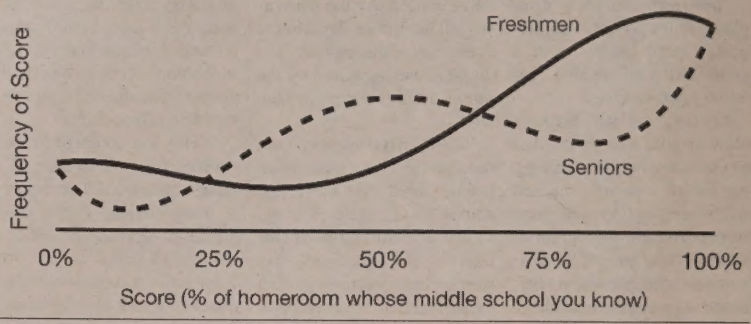
Besides the competitive aspect, club members value the sense of community that Certamen provides.

"My favorite aspect of the club is the people in it -- people who have a passion for the past, who are willing to look past the fact that Latin is a dead language, and are looking to have a fun time learning

[CERTAMEN, page 7]

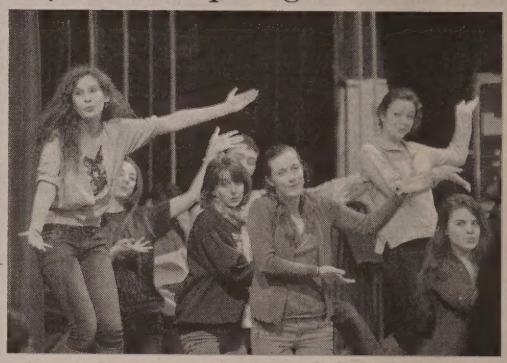
Do you know where your peers went to middle school?

We surveyed students about their knowledge of where their classmates went to middle school, and scored them based on the percentage of students in their homeroom whose middle school they were able to correctly identify (i.e. a score of 75 percent denotes that the student knew where 3/4 of the students in their homeroom went to middle school). Below are the results, which suggest that over our high school experience, we tend to forget where many of our peers went to middle school.



LHS drama students perform 'Urinetown,' a satirical comedy, as the spring musical

■ **Claire Huang**
Grace Ma
Staff Writers



Staff photo by Arman Bilge

Members of the musical ensemble rehearse the introductory scene of "Urinetown."

On May 3, 4 and 5, the LHS drama department presented a production of "Urinetown," a satirical musical based off the book by Greg Kotis, with lyrics by Mark Hollman.

The story behind "Urinetown" is both unique and whimsical and had audiences laughing and thinking at the same time. In order to regulate water consumption, Urinetown has outlawed the use of private toilets. Instead, the citizens must use public, pay-per-use amenities owned by Urine Good Company, a corporation run by the corrupt Caldwell B. Cladwell (Luke Johnson).

However, attempting to undermine the high prices, Bobby Strong (Alex Sheena), a worker at the urinal of Public Amenity #9, organizes a "pee for free" rebellion amongst the poor, putting in motion a twisted plot of love, ransom, mystery and discovery.

Other major characters in the musical include Hope Cladwell (Olivia Wendel), Cladwell's daughter; Penelope Pennywise (Libby Rosenfield), the grouchy caretaker; Officer Lockstock (Tim Childs), a policeman and narrator of the show; Senator Fipp (Will Lockwood), a corrupt politician on Cladwell's side; and Little Sally (Emma Feinberg), a young rebel girl who also narrates.

The musical can be viewed as both a comedy and a satire that targets bureaucracy and the legal system.

"I think the audience will really enjoy it, as it's hilarious, but it also draws attention to real issues like resource management and corruption," said Natalie Tsvetova, a sophomore and member of the ensemble.

Sheena, a junior who plays protagonist Bobby Strong, agreed. "It's a fun show that makes fun of itself a lot. Overall, I think it's going to be a really fun, engaging show to put on and to watch."

Still in the midst of the rehearsal process, cast members are trying to shape a more complete and comprehensive telling of the Urinetown story.

"Up until this point in the musical, we've only really been laying down a rough sketch of what the final product is going to look like," said Sheena.

Through the refinement of their characters' personalities, the cast members are learning to adapt to their roles mentally and physically. Sheena, for example, spends most of his time during rehearsals working on the mental aspects of his character, trying to work out how Bobby thinks and reacts to certain situations.

"During the average rehearsal I do a fair amount of experimentation with my character and how he would react to everything going on around him," he said.

Tech Crew has also been working hard to make the production a success.

Tech carries out jobs such as "building the general set" and "shifting around materials in the set or helping operate some of the special effects during the performance," said Krishna Narayan, a junior and member of Tech Crew.

"One of the major difficulties is time. It is very crucial how we use our time so we plan out how we are going to build everything," he said. Building the set is a complicated process, requiring as much dexterity as teamwork. "It's not only a lot of cutting with electric saws and drilling, but also designing and precision," Narayan added.

However, he is confident that their hard work will pay off, and that "it is definitely a musical to see, especially because we have an amazing cast, directors and producers."

"Urinetown" will be performed in the LHS auditorium on May 3, 4 and 5.

Lexington seniors debate whether AP exams are worth the effort required

■ Julia Sun
Layout Designer

At LHS, "senioritis" is a common affliction that plagues seniors after they are accepted to college. For regular decision applicants, acceptance letters arrive around the transition time between third and fourth quarters, right before AP exam season.

During this period, senior slump causes some students to slack off on schoolwork, especially when it comes to APs. Many students feel that they no longer need to impress their prospective schools with high AP scores.

Other seniors point out, however, that there are benefits to taking the exams, even as a senior. For example, receiving college credit in high school by taking APs can reduce the time and money one will have to spend on college.

"You can get credit for AP scores," said Anna Papp, a senior taking four AP classes. "If people see [a test as] beneficial, [they] take it."

Another advantage of taking the exams is that AP scores cannot negatively affect students' GPAs if they do poorly, while performing well can lead to college credit in the future.

"It [does] not count towards your grade. Also, if you get above a 3, in college, you can skip the first level [of a class]," said Alexandra Howry, a senior who plans on taking the AP Psychology exam this year.

The AP exam also gives students a chance to reflect upon the work they have done that year.

"People commit to taking an AP class knowing it is a choice," said Tammy Darling, AP coordinator and AP Psychology teacher. "[They] need a way to validate the choice that's made." According to Darling, about 90 percent of her students who take the AP Psychology class take the exam.

Yet for many seniors, there are also disadvantages to taking the AP exam.

The fact that many colleges require students to take specific courses during the first year discourages many high-schoolers from taking the AP exam for a class they will be forced to take again in college, regardless of their score. For students who already know which areas they want to focus on in college, it makes the most sense to take only the ex-

[AP EXAM, page 7]

Newly opened Fruitée Yogurt attracts those seeking a healthy alternative to ice cream

■ Brianna Lavelle
Staff Writer

Fruitée Yogurt, a new frozen yogurt shop in town, opened on March 18 at 1707 Massachusetts Ave.

The grand opening coincided with warm weather, causing Lexington residents to flock to the small shop.

"At one point there was a line out the door," said Gabi Cortez, a senior who recently began working at Fruitée Yogurt.

Many LHS students applied for a job at the shop, but only a few were hired. Amongst those chosen was Cortez.

"They called us for an interview and we met; it was a very casual conversation, just getting to know us," said Cortez, adding that she noticed that Fruitée Yogurt was looking for a "personable person who is very nice and will work hard but also have fun – someone who has that balance."

In the future, the weather will continue to be an important factor for the frozen yogurt business.

"Due to weather conditions, [frozen yogurt is] not as popular in northeastern regions as in warmer regions," said Frank Chen, the owner of Fruitée Yogurt.

Nonetheless, he believes that Fruitée Yogurt's products are uniquely attractive because of the greater health benefits of frozen yogurt in comparison to ice cream.

"Fruitée Yogurt produces mostly nonfat or extremely low-fat and low-sugar or sugar-free products," said Chen.

"We conducted a great deal of investigation and [surveying] about the population, household income and education [in Lexington]," he added. He then concluded from the information gathered that Lexington residents would be interested in Fruitée Yogurt as a healthy alternative to higher-fat desserts.

Many customers seem to agree. "I like yogurt much more than ice cream because it's less sweet, healthier and it has more flavor, along with better toppings," said Jamie Fonarev, a sophomore and frequent customer of the frozen yogurt shop.

The establishment offers a host of frozen yogurt flavors, from cherry to caramel as well as a wide variety of toppings.

"[Our] own frozen yogurt recipes are made from ingredients supplied by the top manufacturers in the world," said Chen. Each flavor is created independently from three or four ingredients.

The shop is also unique in its self-serve setup. "People

[YOGURT, page 7]

Staff photo by Thomas Marge

Gummy bears are one of the many toppings Fruitée Yogurt serves. Toppings range from the healthy, like mangoes and strawberries, to the sugary, like brownie bits and sprinkles.

Language students create original movies

■ Hannah Kwon
Staff Writer

This year, seniors in the French, Italian and Spanish film classes have the chance to develop their own films as part of their final projects.

Unlike regular foreign language classes that are based on teaching vocabulary and grammar skills, French V, Italian IV and Spanish Film and Conversation classes focus instead on human interaction and communication among individuals.

With participation counting for a large portion of the overall year grade, students must master their speaking abilities and learn to engage in conversations.

All three foreign language film classes encourage students to analyze themes from films they have viewed in class and then apply what they have learned to create movies of their own.

"Students need to imagine new scenarios in which they have not had the opportunity to speak Italian," said Heather Arrigo, the Italian IV film teacher. "Doing so requires new vocabulary and opportunities to use colloquial expressions. Also, they have to find appropriate vocabulary to use and do research on how an expression may be used."

Creating the films requires both creativity and experimentation. In the Italian film class, students consider a theme from class and incorporate it into their daily lives, translating the theme and forming characters that can be integrated into the plot. They must create anecdotes for the characters and create relationships between individuals to establish each character's purpose in the film.

In Christine Sullivan's Spanish V film class, students study a variety of themes such as childhood and rebellion, with the purpose of answering certain essential questions.

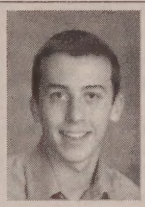
Establishing connections with themes, students debate controversial topics like "Was the Cuban rebellion justified?" Students also learn film vocabulary, such as the difference between high-angle and low-angle shots, as well as film techniques.

In other language film classes, viewing movies prior to the final film project helps students form ideas for their own films.

"Our film is about a boy who is kind of geeky, and he doesn't have many friends," said Tim Zhu, a senior in Sullivan's Spanish film class. "He is trying to ask the most popular girl to prom and he's competing with a jock. I'm the jock. It'll be decided by a dance-off."

While filming may be difficult because the busy schedules of group members don't always match up, Zhu said that he is excited about the end result and knows that it will be funny to watch. He added that having English subtitles is a

[FILM, page 7]



collegebored

The light at the end of the tunnel

■ Ben Edelstein
Columnist

We have finally reached the light at the end of the tunnel: college admissions decisions have arrived.

The wait is over and it is time for us seniors to relax and enjoy the rest of our last year. We have decided which colleges we will attend and officially enrolled as students for next year.

Now, the only official milestone of high school that remains is graduation, which will soon be upon us.

The past four years at LHS have had their ups and downs, but I certainly feel that I am prepared for whatever academic or life challenges I will face in college and beyond. I look forward to entering into the "real" world and expanding my intellectual and social horizons.

Last year's collegebored columnist, Ally Engelberg, wrote a poignant piece as her final entry about what she learned overall in the college process. In keeping with this theme, I would like to offer a few observations of my own and perhaps some advice to the LHS class of 2013.

1. Applying to college early is by no means necessary and should only be considered if you are really sure that you want to go to a school. LOTS of people get into great schools without applying early and thus limiting their choices later on.

2. Grades and test scores are NOT the only things that matter to colleges, but the essay is

[COLLEGE, page 7]

MORALE - PAGE 1

clearly portraying goals, establishing effective decision-making and collaborative guidelines, cultivating trust and, for LPS Superintendent Paul Ash, being more visible in the schools.

The report was met with varied reactions.

When the School Committee commented, member Bonnie Brodner told Wellman, "I appreciate your report, but it's hard for me because so much is very broad." Referring to last spring's triple retirement, she said, "It doesn't speak to as clearly the connection with why people would leave."

Other School Committee members, such as Margaret Coppe, felt it would be more useful to focus on the future. Coppe called on Ash to set forth specific things he would do to improve professional relationships. Committee member Jessie Steigerwald proposed an anonymous faculty survey to determine whether the report accurately captured teachers' experiences.

Despite these reservations, many were hopeful about the future. School Committee student representative Noah Coolidge, a senior, said at the meeting, "I'm really optimistic that there is a way to balance autonomy and standards." He later said in an interview, "I think it's time … to figure out which things we're going to take from this [survey] and take action on."

Larry David, a member of the steering committee for the report and a history teacher at Lexington High School, echoed the importance of moving forward. "We've identified a problem … [but] if you identify a problem and you don't create a solution, then you create a worse problem," he said. "You can either complain about it and do nothing, or you can get involved … [and] I'm hoping people will take this as a challenge to improve the situation."

Ash has already pledged to spend 20 percent of his time from now until the summer in the schools.

"People do want to have face time with their leaders, to get to know them, and to get a sense that the leader really understands their needs," he said.

"For both of us, this [report] is a high priority," said Phyllis Neufeld, another steering committee member and president of the LEA."There's no quick fix here … we want people to be able to see the short-term effects and see where we're going, but [also] to understand that this is a process over time."

Wellman's report was not solely focused on areas for improvement. "Teachers expressed admiration and respect," he wrote, "for the strengths and expertise of their colleagues, their passion for teaching, and for the support of education and the arts."

Ash supported this positive view of the Lexington school district. "We are already performing at an extremely high level," he said, "[but] we know we can do even better. And in order to get better, it's [a matter of] how we're going to improve the relationships between all the partners."

Although specific long-term plans for the future are not yet solidified, steps have been taken towards remedying the issues in the report.

David summarized the essential ingredients for future improvement. "It has to be a joint thing … [and] everyone has to go into it with the best intentions," he said. "This is what's best for us as a school district, this is what's best for us as people, and this is ultimately what's best for the students, because again it is ultimately … about the kids."

Thank you for reading The Musket!

When you are finished with the paper, please recycle it or pass it on to another person.

woRd | SeArcH

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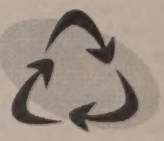
Colleges

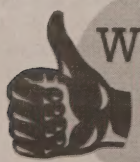
Yale	Oxford	Syracuse
Harvard	Auburn	Purdue
Columbia	Dartmouth	Vanderbilt
Emory	Tulane	Baylor
Duke	UCLA	Brown
Stanford	Princeton	Cambridge
Clemson	Georgetown	Drexel

GREEN CORNER

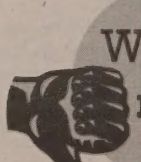
GWAC wants to help you help the earth! Here are three tips from them on how to help the planet we all call home.

1. Turn off the screensaver on your computer
2. Use rechargeable batteries instead of disposable ones
3. Close curtains to keep in warmth





- College decisions
- Prom season
- MCAS (sorry, sophomores!)
- Summer plans



- Unpredictable weather patterns
- No more long breaks until summer
- End-of-the year reports and final projects

AP EXAM - PAGE 5

ams from which they actually benefit.

"I'm going to take [the classes] in college anyways, so I don't really want to [take the AP]," said Brittany Chen, a senior who is taking two out of the four AP exams that she could possibly take this year.

In addition, some colleges refuse to accept credit from AP exams, which eliminates students' motivation to take them.

"[The AP Chinese exam] is very new, only [having] started [in] 2007," said Lili Pan, who teaches AP Chinese. "A lot of colleges [do] not accept AP Chinese credits yet. If the college [that] the senior is heading for does not accept AP Chinese credits, then there is no incentive for that senior to take the AP test."

Money also plays a role in the decision of whether to take an AP exam.

"You don't [have to] spend $87 on the test and you don't [have to] spend all that time studying [if you don't take the AP], [which is] less stress[ful]," said Andrew Chang, a senior who is taking the exam for only one of the three AP courses he is taking this year.

"Money is a big issue if you are not sure how you are going to do on the test," he added, echoing a financial doubt voiced by other seniors who are already starting to worry about college tuition.

(Hoda Yehia contributed to reporting.)

FILM- PAGE 5

great advantage because they allow anyone to go to the film festival and understand the movie.

Meanwhile, in Rebekah Bray's French V film class, students are beginning to shoot their own films. They have already completed the process of choosing their own groups, brainstorming original storylines, developing and writing their own scripts, and casting actors.

"It has been really fun. I love the freedom of expression. It's much more interesting [than a regular language class]," said Lauren Jackson, a senior in the class.

To showcase the final products, the French film class will display its movies at the annual "Blue and Golden Globes." The Spanish film classes will show their films at their own festival (in the Science Lecture Hall on Friday, May 4), and the Italian film class will exhibit its films for the rest of the Italian classes.

COLLEGE - PAGE 5

actually very important. Try to write something creative and outside of the box; the more different your essay is from those of other applicants, the better. It is a good idea to show your essay to your English teacher; mine gave me a lot of helpful advice.

3. Apply to a lot of schools. College admissions is a very random process, so applying to a lot of schools can increase your chances of getting into a good one. Just because you don't get into school X that has a given GPA or SAT range doesn't mean that you won't be accepted to school Y with the same requirements.

4. Finally, don't worry about college until senior year. The process as a whole is not as bad as some people make it out to be, and if you manage your time well, it is quite possible to get all of the applications done without rushing. No matter what school you end up at, what's important is how you spend your time there, not the school's name.

I hope that this column has been informative and interesting to read, and I wish the best of luck to those of you who will soon be playing the college admissions game.

Thanks for reading,

Ben Edelstein (Columbia University, class of 2016)

YOGURT - PAGE 5

get their own cup … and then they can fill it up as much as they want," said Cortez.

"It's nice how it's up to you what you pick and you get to choose what and how much of everything you want," added Fonarev.

Fruitée Yogurt is staffed primarily by high-school students. "Our goal is to make Fruitée Yogurt ... operated solely by high-school students, although it may take a while to get there," said Chen.

Although the frozen yogurt shop will be competing with similar businesses in town such as Rancatore's and Candy Castle, both Cortez and Chen expressed their belief that Fruitée Yogurt is distinct enough to thrive alongside the others.

"There's enough people that don't like frozen yogurt … who will still go to Ranc's for ice cream," said Cortez.

"We don't particularly worry about our business in Lexington Center," added Chen. "We are financially sound and all shareholders have committed… for a long time."

Rancatore's declined to comment about Fruitée Yogurt.

MATH DEPT - PAGE 1

his time in Lexington, Simon said that he has an extensive bucket list and is planning to work at an educational mentoring center, helping to mentor college graduates who are second- and third-year teachers.

(Gwendolyn Claflin contributed to reporting.)

CERTAMEN - PAGE 4

and competing," said Bartels.

"[There is] great camaraderie among Latin students from different classes at different levels," added Haviland. "The great thing about Certamen at LHS is that the students really take ownership of it. When we went to that first competition, a group of students came after school and made team T-shirts."

Students noted that the club contributes to the diverse culture of LHS.

"The fact that there is a Certamen club at the school is indicative of the many opportunities [that] are open to students over a wide range of interests," said Ben Brown, a junior and member of the club.

CRICKET - PAGE 8

tennis ball proved no easy feat.

The most enjoyable part of the afternoon, though,was not the exciting game, but the welcoming nature of the other members of the club. I was not what you would call superstar (I won't say I didn't have a good hit or two though!) yet I was treated like an old vet. at Cricket Club.

You'll find Cricket Club on the baseball fields after school on Fridays and days before holidays--and they're looking to expand! Sen explains how they have been communicating with the Commonwealth Cricket Club about combining with them to form a league of some sorts but that its "still in the works."

If you're interested and would like to support the movement, check out Cricket Club!

THANK YOU

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ROMNEY - PAGE 3

have 12 children and love your wife," said Josh Brosnan, a student in the class.

Given that Romney is an avowed social conservative, people are wont to ask why Romney legalized gay marriage in Massachusetts. Seeking to defend Romney's record, Landers said that "that was a court issue, not [Romney's]."

Landers said Romney will cut or repeal many programs. He added that Romney's test for federal programs will be "Is this program so important that we have to borrow money from China to pay for it?" If the answer is no, Romney will cut the program.

However, Landers stressed that Romney will continue military spending at a high level. This comment appeared to elicit displeasure from the majority of David's class.

Landers also reiterated one of Romney's main campaign messages. Romney has had executive experience both in the private sector and in the government, so he has both created jobs and cut debt, said Landers.

Landers made the observation that Romney is fighting an uphill battle with the new media, as left-leaning outlets support Obama, and right-leaning outlets support Gingrich or Santorum. This makes it difficult for Romney to gain momentum.

Pundits believe that Romney needs to strengthen his conservative base in the primary but appeal to independents in the general election.

In response to a question about how Romney will accomplish this, Landers said, "You've got to tailor your message. That's politics, unfortunately." Nevertheless, Landers recommended that all the students in David's class become involved in a political campaign at some point in their lives.

"I thought he was a nice speaker," said Rahul Sujanani, another member of the class.

"It was nice to get a different viewpoint. I did not agree with all of his views, but it was nice to get exposed to that."

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2011 - 2012

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Varsity boys' volleyball team looks forward to future

■ Ellen Meyers
Sports Editor

Boys' volleyball was introduced to Lexington High School last year as an opportunity for male student athletes to try a new sport at the junior varsity level. This year, boys' volleyball was elevated to the varsity level.

"Last year we surprised ourselves," said Jane Bergin, head coach of the team. "We made the decision to go to the next level and to get more out of it."

The boys' JV team was undefeated last year, and they have been attending "playdates," matches against teams from different towns. From these playdates, players have noted how competitive volleyball is at the varsity level.

"It is much more challenging," said James Cullen, a senior on the team, "But I think that we will do well in competitions."

Brian DelGreco, also a senior, agreed. "The competition is much greater," he said. "The games are faster and more organized and it is very important to be in the right position."

In fact, players agree that varsity volleyball is quite unlike gym class.

"Although gym class is what led to my interest in the sport, it is very different from the way the game is played at higher levels," said DelGreco. "In our games and practices, we have to work hard to be in good shape and that's tedious but also very rewarding."

Some players think that many LHS students do not know how rigorous volleyball can be.

"A lot of people think it's like gym volleyball," said Cullen, "But it's a lot more than that. There are more plays and rules than people realize. It's very complicated."

The team practices five to six times a week, just like other LHS sports teams. According to Bergin, some of the players even went to camps over the summer to learn more about the sport.

"The kids want to be good," she said. "They are hungry for volleyball knowledge."

While boys' volleyball is being offered at both the JV and varsity levels, Bergin and the team are uncertain about whether the sport should be offered at the freshman level. Bergin said that it would be tough because, despite "a substantial amount of students who want to play," boys' volleyball conflicts with many other popular sports, such as outdoor track and lacrosse.

However, not everyone is ready to toss aside the idea.

"Maybe [there will be] a freshman team in the future," Cullen said. "It's possible."

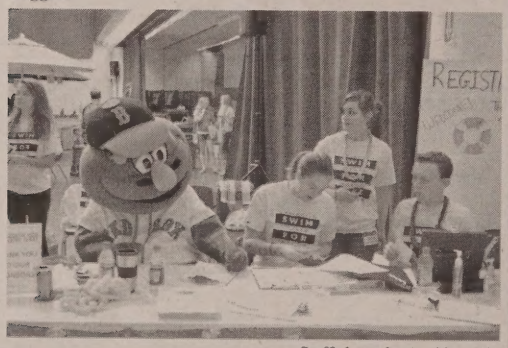
For now, the team is focused on promoting their sport.

"I think volleyball will become popular because it is a fun sport and one that many athletes can play," said DelGreco. "We have kids on our team that play basketball, soccer, hockey [and] football. Basically, all athletes are interested."

Cullen shares similar hopes.

"I hope it continues to thrive," he said. "I think more and more people will continue to try out and that it'll get very big."

Above (from left): Anna Alexandrou and Jaime Ransohoff
Below (from middle): Allison Bukys, Cody Mulliner, and Cam Goggins



Staff photos by Anubhav Jain

Lexington Youth Against Cancer Event —

Swim for Life took place on March 18 at Minuteman Regional High School. The event, organized by Lauren Jackson and Lily Hochman, raised more than $16,000 dollars for the Dana-Farber Cancer Institute. Donors sponsored both adults and youth to swim throughout the day. Along with the swimming portion of the event, there was a silent auction and Lexington Police Department faced off against the Fire Department in a kickboard race. Finally, there was surprise visit from Wally the Green Monster of the Boston Red Sox and musical performances by Lexington High School's a capella groups.

(By Anubhav Jain)

Offbeat Athlete: Horseback rider Becky McClements gallops to win

■ Stephanie Yost
Staff Writer

When children beg their parents for a pony, their requests are rarely granted, but at age 9, Becky McClements's wish came true. When her parents agreed, McClements, now a senior at LHS, began her equestrian career at Volo Farm in Westford.

While she did not own her own horse at the time, after four years of proving her commitment, McClements became the owner of a Haflinger Welsh pony named Tank.

Tank lived up to his name, carrying McClements through a competition almost every month and leaving her with no serious injuries, even when the two of them flipped over a fence together in eighth grade. McClements acknowledged the danger of the sport, but said, "I never fall off."

In 2010, Tank was no longer fit to ride and was transferred to another farm. Now McClements leases a horse name Pico, who resides at Volo, where staff take care of him when McClements is not around.

Training with her coaches Linda Levy and Hannah Lavin has brought McClements a lot of success, including trips to the National Pony Finals in 2008 and 2009, where the top 40 in the nation must qualify in order to compete. McClements gears up in breeches, chaps, boots and helmet an average of six days a week, and her dedication has paid off. She recently competed in the New England Regional Competition.

During the winter, McClements trains for Interscholastic Equestrian Association competitions. She is part of Zone One, which includes every state in New England.

In the spring season she rides in forward seat riding style, called hunt seat. She is randomly given a new horse at the beginning of each competition, which she has to maneuver, jump and then still sit on while judges ask her questions about horsemanship and horse care.

The summer season is reserved for jumping competitions, which are uniquely difficult but allow competitors to use their own horses, with which they are more familiar.

Despite the fact that horseback riding is not a team sport, there is more of a community among horseback riders than one might expect.

"I think my favorite thing about the riding community is that, even though it's an individual sport, everybody knows each other," she said. "And by competing, you get to become really close to people in other towns and even other states."

Although McClements has also participated in soccer and even competed in a couple of triathlons, riding is her true passion. McClements is heading to Williams College next year, and she hopes to explore their equestrian community but is not sure whether she will continue to compete.

Sports Digest: Cricket popular around globe

■ Ali Boreiko
Columnist

As a simple Google search can tell you, "cricket" is not only an insect and a cellphone company (that I've never heard of despite its claims of being a leading cellphone provider), but also one of the world's most popular sports. It is the third meaning of cricket, that this article is focused on.

Estimates claim that around twenty million people world wide play cricket, mostly in England, Australia, parts of Sub-Saharan Africa and the English-speaking Caribbean. Cricket to those nations, is like baseball to the U.S.

Although historical research coughed up a lot of stories, its widely accepted that the first cricket players were shepherds in Great Britain. The records of the game date back to 1550.

Cricket and baseball are surprisingly similar, yet surprisingly different games.

Instead of four bases, there are two bases, and two runners for that matter. They run back and forth and each time they make it to opposite bases, they score a run. To get people out the fielders must throw the ball into the three wickets that are next to either base.

In India, cricket is as popular as "Football times ten" says senior and member of the Cricket Club, Sridhar Sivapurapu.

"When India won the cricket world cup, everyone... went crazy" he explains.

In India, there are various levels at which people play. There are leagues for kids, adults, professionals and pick-up cricket players.

Although the professionals are very popular, Sivapurapu would rather play than watch, which is why he joined LHS's own Cricket Club with fellow senior Pathik Sen. They play with six to twenty other LHS students who love cricket.

I was lucky enough to join them one blustery afternoon and found cricket to be refreshingly fun. The bat was heavier than I imagined and at least twice as wide as a baseball bat.

Despite the width of the bat, I had trouble hitting the ball to where I wanted it to go because it was so cumbersome. Fielding posed a number of challenges because knocking down a wooden stick with a

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